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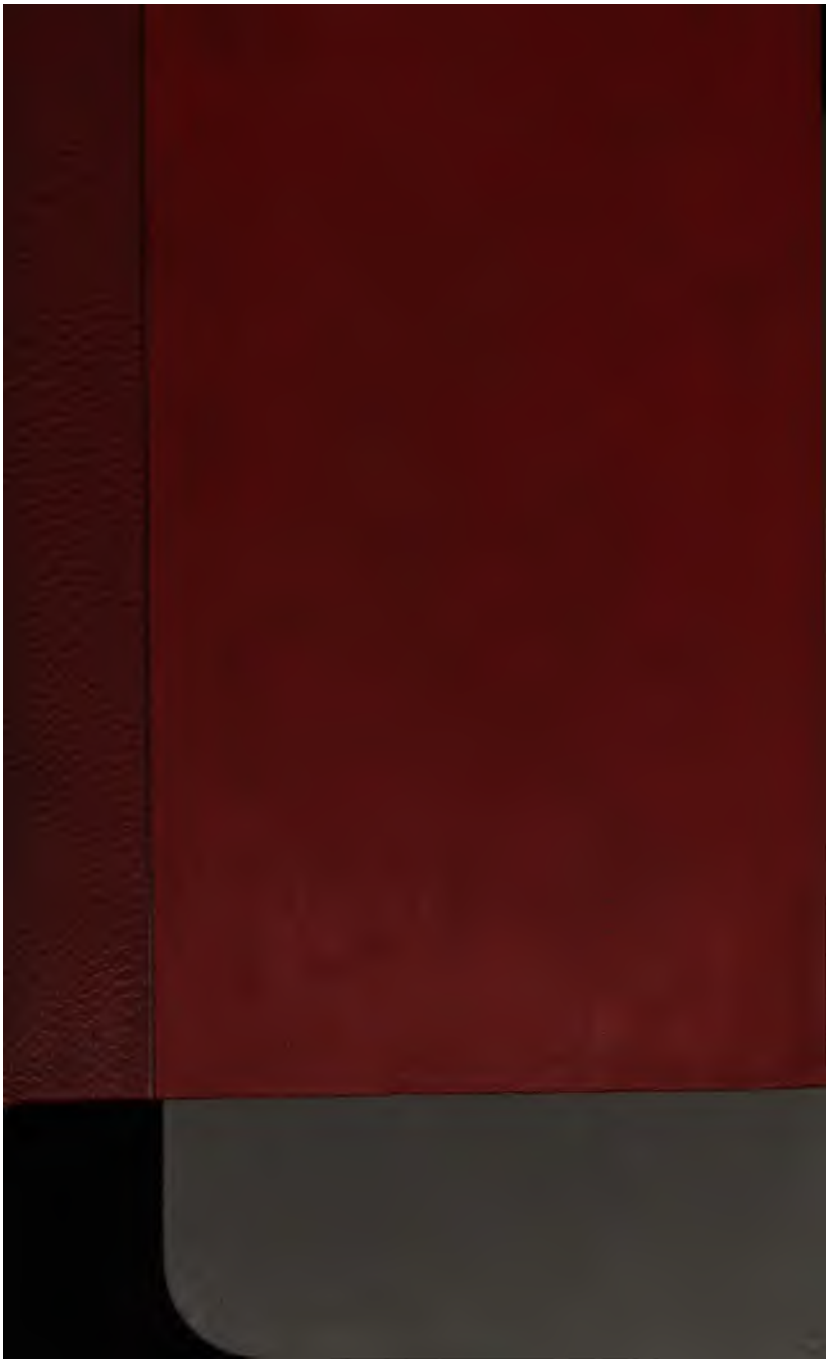

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SHARPLEY's INSTRUCTIONS

IN THE FIRST PRINCIPLES OF

GRAMMAR

AND

ARITHMETIC,

IN THE FORM OF

DIALOGUES.

Being an Introduction, for the capacity of *Youth* and *others*, to more large and compleat treatises on these Subjects.

"Henry the fourth looked upon the good Edu-
"cation of Youth, as a thing on which depends the
"*Felicity* of Kingdoms and People."

BIRMINGHAM,

Printed for the Author, by S. MARTIN, Ann Street.

1803.

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INTRODUCTION.

To those GENTLEMEN who have encouraged the Publication of this Treatise, and to the PUBLIC in general.

THE Author of this small treatise having experienced that many have not embraced the happineſs of improvement in the rudiments of GRAMMAR and ARITHMETIC, by being out of the power of purchasing them which have been written by the LEARNED, (not to be excelled or equalled by the Author of this little work,) therefore he has only endeavoured to facilitate to the uncultivated Mind the firſt principles of those subjects on which they have written extensively, and to lead them through the Primary rules, by way of *Dialogue*, conceiving it to be most congenial to their understandings, which exist in an untutored state.

To the part of *Grammar* are added the Punctuation, and proper use of most of the Stops, Pauses and other marks or characters used in Printing and Writing, and explained by examples, &c.

From the Intention of theſe *Dialogues*, the Author hopes they will meet with the approbation

of those *Gentlemen* who have kindly encouraged him in presenting it to the Public eye; and ſhould the making of this treatiſe ſo ſmall, that it may be obtained by them of whom are before mentioned, and be found but the ſmalleſt channel of improvement for them, the Happineſs will be an unbounded Remuneration, and the height of his Ambition Gratified as it meets public ſanction.

He now concludes with Diffidence, but yet hoping to be excuſed all defects (if poſſible,) which he preſumes humbly to beg from the Candor of his Friends and the Public,

And remains their very

Humble and moſt

Obedient Servant,

C. G. Sharpley.

ENGLISH GRAMMAR.

DIALOGUE I.

Between *Albina* (a viſitor,) *Martha* & *Emma* (ſiſtors)

Mar. NOW Emma, as we and our brothers have taken of our father and mother's beſt welcome, and permiſſion likewiſe, to ſpend our hours for the purpoſe of exerciſing ourſelves in Grammar.

Alb. I'm extremely glad that we have the liberty of having our converſation on this ſubject in private.

Em. Well then Siſter, now let us begin firſt with ſome of our paſt exerciſes, and go through Grammar as far as we can in the time allowed for our abſence, for we muſt ſhortly return to our Parents.

Mar. Then if you pleaſe, *Albina*, here are my Exerciſes, which begin thus.—*What is* GRAMMAR?

Alb. Grammar, is the art of ſpeaking and writing our thoughts by words, with propriety.

Mar. The next is,—*What does* GRAMMAR *treat of*?

Alb. Grammar treats of ſentences; and ſentences conſiſt of words; and words of one or more ſyllables; and ſyllables of one or more letters.

Mar. Then it plainly appears that letters, ſyllables, words and ſentences, make up the whole ſubject of Grammar?

Em. Yes, for letters put together make ſyllables; and ſyllables make words; and words make ſentences; therefore ſyllables, words and ſentences (as you ſaid Siſter) make the whole ſubject of Grammar.

Alb. So it does,—but are not there certain rules and diviſions in *Grammar*?

Mar. O yes, that is the next queſtion in my book, Albina thus,—*Into how many parts is* GRAMMAR *divided.*

Em. I think four.

Alb. Four?—Yes.

Em. They are called Etymology.—

Alb. I beg your pardon, Emma,—Orthography is the firſt.

Em. So it is! Then they are in this order, *Orthography*, *Etymology*, *Syntax* and *Proſody*.

Mar. But what is the meaning of Orthography.

Alb. Orthography teaches the true ſpelling of all words.

Em. Etymology treats of the different kinds of words or parts of ſpeech, (which are *ten*,) their derivations and variations.

Alb. True Emma,—and *Syntax* teaches how to join words together in ſentences.—*Proſody*, the rules of Pronunciation and Verſification.

Mar. But Emma, you ſaid *Etymology* treats of the different parts of ſpeech, which are *ten* in number.—What is the meaning of *parts of Speech*?

Alb. Give me leave to anſwer that.—You know Martha, that you and your Sister have before ſaid, that letters make ſyllables, and ſyllables make words?

Mar. Yes we did.

Alb. Now then, theſe *words*, though there are thouſands, yet there are but twenty-ſix letters which make them all; and theſe words are divided into ten particular *parts*.

Em. Are not theſe particular *parts* called, *Article*, *Noun*, *Pronoun*, *Adjective*, *Verb*, *Adverb*, *Participle*, *Pre-*

position, Conjunction. and Interjection

Alb. Yes, truly ſo.

Mar. They are ſo in my book, Siſter.

Alb. Now Emma, will you explain the *ſecond* part of Speech?

Em. Certainly, Albina.—A *Noun* is a part of Speech, which is the name of *any thing* that exiſts, (I mean that has Being) or any thing of which we have any notion.

Mar. Then any thing that can be *heard*,—*ſeen*,—*felt*,—*ſmelt*,— or that is the *ſubject* of any diſcourſe is called a NOUN.

Em. Yes.

Mar. The next queſtion is.—What are *Common* and *Proper* NOUNS.

Alb. There are *two* ſorts of *Nouns*, called *common* and *proper*. A *Common* NOUN is that which has a name common to every one of the kind: as, *Man*, which is a name common to all *Men*: *Boy*, which is a name common to all *Boys*; But a *Man* or *Boys* Chriſtian Name, is a *Proper* NOUN, and ſo are all Chriſtian Names; as John, William, Thomas, Mary, Elizabeth, Harriot, &c. Names of Towns, Cities, &c. are *proper*, as, *London*, *Dublin*, *Pekin*, *Birmingham*, *Bedford*, *&c.* for there is but one place called *London*, one place called *Dublin*, one place called *Pekin*.

Em. And but one place called *Birmingham*, alſo but one *Bedford*.

Alb. True!

Mar. Then it is plain that there are *more* than *one* of the ſort called a *Common* NOUN.

Alb. That is the very reaſon why a *Noun* is called *common*, becauſe there being *more* than *one* of the ſort.

Em. But how can Chriſtian Names be called Proper

Names, for there are many named *John*, *William*, *Thomas*, *Mary*, *Elizabeth*, and *Harriot*, in the world, and even in one Town.

Alb. So there are, but there is but *one John* and *one William*, *&c.* among brothers, in one family; and but *one Mary* and *one Elizabeth &c.* among ſiſters in one family. For example, in our family there is but *one Aurther* of my brothers, and you have no Siſters of the ſame names as yours.

Em. No there is no one named *Emma* or *Martha*.

Mar. So this is the reaſon, that our *Names* are called *Proper*.

Alb. Moſt certainly, Martha.

Mar. I thank you,—now the next queſtion is, *How many* CASES *have Nouns*? they are here ſaid to be *three*, but what are they called?

Em. The firſt is the *Nominative Caſe*, which is ſimply naming the *Noun*, as if I called you by your name, and ſay to you, *Is this your Book, Martha*? the ſecond *Caſe* is the *Poſſeſſive*, which means to poſſeſs or own *any thing*.

Mar. What then, Siſter, as I do own this Book, am I in the *Poſſeſſive Caſe*.

Em. Yes, for if I were to be aſked, whoſe Book that is, (which you have,) I ſhould ſay, *it is Martha's Book*.

Mar. O, then you put a *Comma* and a *'s* to my *Name* when you would make my name in the *Poſſeſſive Caſe*?

Em. Yes, always.

Alb. Not always, for you may put the word *of* before the *Noun*, inſtead of *s* and the *Comma* after it.

Mar. Now, Albina, pleaſe to ſay what is the *Objective Caſe*?

Alb. The *Objective Case* is written the ſame as the *Nominative Caſe*, ſo both are as one and are thus,—*Emma loves Martha.*

Em. And could not you properly ſay, *I love Martha?*

Alb. O yes, the very ſame, for *Martha* would be in the *Objective Caſe* becauſe ſhe would receive the force of my *Love.*

Mar. Then any *Noun*, Albina, *is* in the *Objective Caſe*, that receives the force of ſome perſon's *Love?*

Alb. Yes, or the force of a perſon's *Hate*; or the force of being *Beaten*; or any force of Action whatever, Martha.

Em. What is the next queſtion, Siſter.

Mar. It is,—*What does* GENDER *mean?*

Em. There are ſaid to be three *Genders*, one means *Maſculine* and one *Feminine.*

Mar. The *Maſculine* or *Male* is the *He* kind, as *Man, Boy, Prince, King, &c.*

Em. And the *Feminine* or *Female*, is the *She* kind, as *Woman, Girl, Princeſs, Queen, &c.*

Alb. And theſe are alſo *Feminine*; *Lady, Maid, Miſtreſs, Nurſe. &c.*—But what is the other *Gender?*

Em. Neuter, Miſs Albina

Alb. For why do you call it *Neuter?*

Em. Becauſe all *things* without *life*, are neither *Male* nor *Female*, and therefore are *No Gender.*

Mar. I obſerve that the *Neuter Gender* means *no Gender.*

Alb. Without a doubt, Martha it does.

Em. Nouns have ſome other property which is called,—

Alb. Number.

Mar. O, it is here.—*What is* NUMBER?

Alb. Number has *two* ſorts, they are *Singular* and *Plural.* The *Singular* means only *One* of any *Noun*, and the *Plural* means *more* than *One.*

Mar. Two things are *Plural.*

Alb. Yes, and the greateſt of all *numbers* is but *Plural.*

Em. Siſter, a *King* is *Singular*,—but *Kings*, are *Plural.*

Mar. So *Man* is Singular, for *Man* is but *one*, and *Men* are *Plural*; for *Men* may mean *two* or *ten-thouſand Men*, or more than that.

Alb. Now let us hear how the *Plural* of Nouns is formed?

Em. For the moſt part *s* is put to the *Singular*; as *Boy* with *s* put to it is *Boys*, which may mean two or more, which are *Plural*: *Horſe*, which is *Singular*, with a *s* put to it, is *Horſes*, and may mean two (or more,) which are *Plural.*

Alb. But the *Plural* you know Emma, is very often formed by the ſyllable *es*, being put to the *Singular*; as *Fox* with *es* make *Foxes*, which may mean two (or more,) as ſuch are *Plural.*—Now there are many *Singular* Nouns, made *Plural* by adding or changing one or more letters, thus—*f* is changed for *v* and *s*, (*en* and *ren*, are added to the *Singular* to form the *Plural*;) *o* and *a* changed for *e* and *oo* for *ee* and *ous* for *ic*—*y* for *ies*—*e* for *ce*—*ny* for *ce* and ſo on.

Em. Miſs Albina, pleaſe to name one of each *Noun* that does vary ſo in the *Singular* to make the *Plural*?

Mar. Siſter I will,—the firſt is *Wife*, and the *Plural* is *Wives*—and *Ox* the *Plural* is *Oxen*—*Child* the *Plural* is *Children*—*Brother* the *Plural* is *Brethren*—*Man* the *Plural* is *Men*—*Tooth* the *Plural* is *Teeth*—*Mouſe* the *Plural* is *Mice*—*Lady* the *Plural* is *Ladies*—*Die* the *Plural* is *Dice*—*Penny* the *Plural* is *Pence.*

Em. I ſee plainly now the manner how the *Plural* is formed in changing (or adding) one or more letters of the *Singular* NOUN, and now if you pleaſe, tell me how I may know every *Noun?*

Mar. O, Siſter, if you remember, that by putting the word *As* or *The* before any word, that you think to be a *Noun*, if that make *ſenſe* the word is ſure to be a *Noun*; as, *A Tree*, *The Moon.* Now theſe words make ſenſe, ſo the words *Tree* and *Moon* are *Nouns.*

Alb. And Emma, if you were to read in any Book theſe words.—*The* GOODNESS *of* GOD, *is not within the* COMPREHENSION *of* MAN. and you wiſhed to know, which are *Nouns*, you may ſoon obtain that knowledge, by what your Siſter laſt ſaid.

Em. The word *God* is a Noun, for we can ſay *the God.*

Mar. But what part of ſpeech Siſter, are *Goodneſs* and *Comprehension?*—come tell us—what did I juſt now ſay?

Em. Is it not an adjective,—O no,—what they are *Nouns.*

Alb. How do you know that they are *Nouns?*

Em. Why becauſe there is the word *The* before them already, without my putting either the word *The* or *A* before them, as you ſaid I may do, to know what words are *Nouns.*

Mar. You are right, and you may obſerve that this proves them to be Nouns.

Alb. Now we have gone through the *Noun*,—you probably perceive that there are *Three* attributes which belong to it, namely, *Caſe Gender* and *Number?*

Em. Yes, we know that there are *three caſes* called the *Nominative*, *Poſſeſſive* and *Objective.*

Mar. Theſe *Caſes* are explained as well as we can

alſo the *three Genders* and the *two Numbers*.—ſo now we'll proceed to the next queſtion, which is,—*What is a Pronoun*,—I think, Siſter, that you know the *Pronouns* very well, though you did (if you remember,) forget to uſe the right pronoun when we had the pleaſure to meet Miſs Albina, on coming to ſee us this time;—but let us hear the *Pronoun* explained?

Em. A *Pronoun* is a word uſed inſtead of the *Noun*, to prevent ſaying the *Noun* ſo many times over;—as *The Boy plays.—The Boy wins.—The Boy ſings.—The Boy whiſtles*,—we ſhould ſay,—*The* BOY *plays*,—HE *wins*,—HE *ſings*.—HE *whiſtles*.

Mar. It is plain that the word *He* is put in the place of the *Noun* BOY, after the firſt time ſaying *Boy*.

Alb. Yes, and the word *He* is called the *Pronoun* of the *Noun Boy*, where you ſee that the word *He* is uſed three times inſtead of the *Noun Boy*

Mar. Indeed it is, and it would be ſtrange and very wrong for me to ſay of my brother,—*Aurther walks, Aurther Runs.—Aurther Stops*.

Em. Yes, to be ſure,—it ſhould be—AURTHER *walks*,—HE *runs*,—HE *ſtops*.

Mar. Yes, Siſter, you obſerve the word *He* is uſed inſtead of the *Noun*, AURTHER every time, and as *Aurther* is a *Noun*, the word He is called the *Pronoun*.

Em. There are many ſorts of Pronouns, but I do not know them, will you pleaſe Albina to inform me how many there are?

Alb. The principle Pronouns are theſe,—*I, Thou, He, She, It,—We, Ye* (or *You*) *They—Mine, Thine,—Ours, Yours, Theirs, His, Hers, Its,—Me, Thee, Him, Her, It,—Us, You, Them*.—Now theſe words called *Pronouns* are to be uſed inſtead of *Nouns*, and they are *better to* be underſtood, as—

r. But how is it known, Albina, which *Pronouns*
: for any *particular* NOUN.
. I was going to tell you,—It is by the following
:s or arrangment of the *Pronouns*.

I. Table of Pronouns Singular.

minative . Poſſeſſive)bjective	*Caſe*, firſt *Perſon* ſingular *Number: Gender* either Maſculine or Feminine.

I. Table of Pronouns Plural.

Nominative , *Poſſeſſive* jective	*Caſe*, firſt *Perſon* plural *Number: Gender* either Maſculine or Feminine.

II. Table of Pronouns Singular.

, *Nominative* E, *Poſſeſſive* *Objective*	*Caſe*, ſecond *Perſon* ſingular *Number: Gender* either Maſculine or Feminine.

II. Table of the Pronouns Plural.

r YOU,) *Nom.* , *Poſſeſſive* *Objective*	*Caſe*, ſecond *Perſon* plural *Number: Gender* either Maſculine or Feminine.

Table of (Maſculine) Pronouns Singular.

ominative oſſeſſive)bjective	*Caſe*, third *Perſon* ſingular *Number: Maſculine* Gender.

Table of (Feminine) Pronouns Singular.

Nominative *Poſſeſſive*)bjective	*Caſe* third *Perſon* ſingular Number: *Feminine* Gender

V. Table of (Neuter) Pronouns Singular.

IT, *Nominative* ITS, *Poſſeſſive* IT, *Objective*	}	*Caſe*, third *Perſon* ſingular Number: *Neuter* Gender.

III. Table (either Maſculine, Feminine, or Neuter) Pronouns, Plural.

THEY, *Nominative.* THEIRS, *Poſſeſſive* THEM, *Objective*	}	*Caſe*, third *Perſon* plural Number, Gender, either *Maſculine*, *Feminine* or *Neuter*.

Mar. Now Albina as you have given us the Tables of Pronouns, we will go to our Mother and Father, and when we return here, then we will have the explanation of them.

II. DIALOGUE.

ALB. Now as we again have got permiſſion to diſcourſe on Grammar, let me ask you Emma, if you obſerve that in the Tables of the laſt Dialogue that there are in a *Pronoun*; CASE, PERSON, NUMBER, and GENDER?

Em. Yes,—I do obſerve that the Pronoun *I* begins the firſt Table, thus,—*I Nominative Caſe* firſt *Perſon* ſingular *Number*, and the *Gender*, either Maſculine or Feminine.—But why does the Table ſay *Gender*, either *Maſculine* or *Feminine*?

Alb. Becauſe a *Pronoun* may be uſed inſtead of a *Noun*, that is either *Maſculine*, or *Feminine* or *Neuter*—So if you know of what *Gender* the *Noun* is, for which the *Pronoun* I ſtands inſtead, that *Pronoun* is of the ſame *Gender*.

Em. O, then if my brother *Auguſtus* were to ſay of himſelf,—"*I learn Geography*,"—as he is a *Boy* who is of the *Maſculine Gender*, ſo the *Pronoun I*, ſhould be called *Maſculine* I ſuppoſe.

Alb. Yes.

Mar. Siſter, if you were to ſay of yourſelf,—"*I learn Geography*,"—Then as the *Pronoun I* is inſtead of your name, it muſt be called of the *Feminine Gender*, as you are a *Female*.

Alb. Very true, and if I were to ſay,—YOU *are readers of Hiſtory*."—YOU which is inſtead of your names, (Martha and Emma,) and as you are both *Females* the *Pronoun* YOU, muſt be of the *Feminine Gender*, and of the *Plural* number as you are *more* than *one*.

Em. I do obſerve that the pronoun *You* is of the *Feminine Gender*, as we are *Girls*.—and as we are *two*, in number we muſt be *Plural* alſo.

Alb. I ſuppoſe you both obſerve that there are repreſented *Three Perſons* (or NOUNS,) in the *Pronouns*,—as in the firſt Table you ſee there are I, MINE*, ME, which are called the firſt Perſons and the *Singular* Number (as the Table ſays,)—Theſe Pronouns are uſed thus,—"*This Book* I *own, for it is* MINE, *as your Mother gave it to* ME." Here you may obſerve that I have uſed the Pronouns *I*, MINE ME, inſtead of my *name* three times.—and in the firſt Table the Pronouns are called the firſt Perſons *Plural*, and are uſed in writing and ſpeaking, thus—"WE *called for the fruit that is* OURS *which Thomas left for* US."—And the ſecond Table of Pronouns is called the ſecond Perſons *Singular*, and are uſed in writing and ſpeaking, thus,—"THOU *wenteſt for* THINE *which was bequeathed* THEE."

*The Poſſeſſive, I have mentioned in each Perſon, leſt the Learner ſhould be perplexed by the omiſſion.

Now the ſecond Table of Pronouns which are called the ſecond Perſons *Plural* and are uſed in an example thus.—"YE, (or YOU) *and all that are* YOURS *take with* YOU *hence*,"—and ſo are the reſt of the Tables uſed.

Mar I .Suppoſe the third Table of Pronouns are uſed thus,—"HE *had loſt* HIS *way*, *had not one guided* HIM,"—and alſo in the fourth Table they are uſed thus,—SHE *loſt* HERS, *for which I much blame* HER,—and ſo with the others I believe?

Alb. Yes, certainly Martha.

Em. Give me leave to make a remark on the fourth Table, thus,—"YE (or YOU) *ſent the Book back which I received and I returned that which was* YOURS *unto* YOU."

Alb. You are right, Miſs Emma.

Em. But the particular point in my remark, is, why do we ſay YE *or* YOU?—Do both the words mean the ſame?

Alb. Yes, the very ſame, tho' it is in ſome degree more proper to ſay YE. for the ſake of diſtinction of *Caſe* and *Number*.

Em. Then why ſhould we ever ſay *you*?

Alb. Becauſe it is more commonly ſpoken by People in converſation, and as ſuch it is more familiar and pleaſing to the ear to ſay YOU than YE.

Em. I underſtand you now,—but pleaſe to inform me this alſo, why do we and many People ſay, YE (or YOU) when they only ſpeak to *one Perſon*? for in the Table YE (or YOU) is called *Plural*.

Alb. So it is Plural, and to ſpeak properly, we ſhould ſay, THOU when we only ſpeak to *one Per-*

ſon,—but Emma recollect that I have juſt told you that YOU is uſed very commonly for the pronoun YE.

Em. That I do recollect.

Alb. Well then, this pronoun YOU is alſo very commonly uſed for the pronoun THOU.

Mar. Siſter we may ſay to *one Perſon*,—YOU inſtead of THOU;—as, "YOU *(Albina) have kindly explained this*,"—or, "THOU *(Albina) haſt kindly explained this*."

Em. I believe it be ſo, for as I underſtand cuſtom has got the better of propriety.

Alb. Now then, as you underſtand what little I have already ſaid, I will make an obſervation on the third Table.

Mar. That is the Table of Pronouns which I believe to be always of the *Maſculine* gender, of which I gave an example.

Alb. So you Martha obſerve that in this Table HE, HIS, HIM, are called the third Perſon ſingular number, and of the *Feminine* gender?

Mar. Yes.

Alb. I will ſpeak a ſentence, and use the *Pronouns* inſtead of the *Noun* (except once) every time, thus,—"GOD *is* HE *who made us, and* HIS *we are, and* HIM *only ſhould we ſerve*."—You here may obſerve that I have uſed the Pronouns HE, HIS, HIM, inſtead of the *Noun* GOD,—And now another obſervation I will make to you both, which is on the fourth Table, of which you have ſpoken.

Mar. That is the Table of Pronouns of the *Feminine* gender.

Alb. Yes,—they are theſe,—SHE, HERS, HER,—which are called the third perſon ſingular number, and *Feminine* gender.—Emma, you mark that I ſay

Feminine,—as for example,—"*Your Siſter is very kind, for* SHE *would have given to me (this morning) all the fruit that were* HERS, *and for ſuch a generous offer I ſhall ever love* HER."—Now Martha, in this true ſaying you may obſerve that I have uſed the *Pronouns*, SHE, HERS, HER, (instead of your Sister's name, which you well know is the *Noun*,) and theſe *Pronouns* are of the ſame *Gender* as the *Noun*, which is *Feminine*, as *ſhe* is a *Female*.

Mar. You understand Siſter, what Miſs Albina ſays?

Em. O yes, very well!

Mar. Now then, I will try to explain the fifth Table, which are the *Neuter Pronouns*, called IT, ITS, IT and are to be uſed inſtead of the *Neuter Noun*, as *Your Carriage* is a *neuter Noun*, for it has no life. But now I am at a loſs to give you an example how the *Pronouns* are uſed inſtead of the *Noun*.

Em. Shall I try Siſter?

Mar. If you think you can,—but ſtay,—I think I can now, I believe we may uſe the *Pronouns* IT, ITS, IT, inſtead of the *Noun*, thus—"*The* CARRIAGE *in which Miſs Albina came (I muſt ſay)* IT *is very fine;* ITS *ornaments being the moſt elegant I ever ſaw, and thoſe which are in* IT *the more particularly ſo.*"

Alb. I cannot ſay you have not uſed the *Pronouns* rightly, but you might have uſed them without confering ſo great a compliment.

Em. Yes Siſter, you have uſed the Pronouns, IT, ITS, IT, inſtead of the NOUN *Carriage*, which is called of the *neuter Gender*, or No *Gender*; for as a neuter Noun is a *Noun* without life, it certainly can have no *Gender*,

Mar. Sifter, explain the third *Plural* Table?

Em. I will try to do ſo, they are the Pronouns that are to be uſed for *Plural* Nouns, whether *Maſculine*, *Feminine* or *Neuter*.— Now as our brothers are *Boys*, which are *Maſculine*, I ſhall ſhew you by an example, thus—"THEY *are gone to ſee the little horſe which is* THEIRS, *that their father gave to* THEM."

Alb. I obſerve that you have uſed the Pronouns *They*, *Theirs*, *Them*, inſtead of your brother's names, and as Auguſtus and Henry are *two*, they are *Plural*.

Mar. Thank you Sifter, now if you pleaſe,—

Alb. How many ſorts of Pronouns are there?

Mar. I am not certain, I was going to aſk you.

Em. I think I have read of *Six* ſorts.

Mar. And I have I'm ſure read of *Four*.

Alb. Some do admit of ſix ſorts, and I will endeavour to explain them, thus,—the two firſt ſorts are *Perſonal* and *Poſſeſſive Pronouns*, and the four others are termed *Poſſeſſive*, *Definitive*, *Demonſtrative*, and *Relative Pronominal Adjectives*.—Obſerve that the two firſt ſorts of *Pronouns* are the *Perſonal Pronouns* which are the Pronouns in the Nominative and Objective Caſes of the Tables of Pronouns, that I have repeated to you,—as *I*, *Me*—*We*, *Us*——*Thou*, *Thee*,—*Ye*, *You*,—*They*, *Them*, *&c.*

Mar. And the *Poſſeſſive Pronouns*, I ſuppoſe be them in the *Poſſeſſive Caſe* of the Tables; as, *Mine*, *Ours*—*Thine*, *Yours*,—*His*, *Hers*,—*Its*, *Theirs*.

Alb. Indeed, you are very right,—Now if you pleaſe ſpeak of the Pronouns called, (as I before ſaid) Pronominal Adjectives.

Mar, O, that I cannot do with any propriety, therefore let me beg of *you* to do ſo, as you certainly have by far the ſuperior knowledge of Grammar to——

Alb. Dear Martha ſtay your compliments, and I will proceed.—The firſt of the *Pronominal Adjectives*, are called the *Poſſeſſives*; as, *My*, *Thy*, *His Her*, *Our*, *Your*, *Their*, now theſe Poſſeſſive Pronominal Adjectives have the ſame ſenſe as the *Perſonal Poſſeſſive Pronouns*, when put juſt before the *Nouns*.

Mar. I was thinking they were (ſomething) of that nature,—ſo then, we may ſay, "*This is* MY *book*," inſtead of ſaying, *This is* MINE and alſo |*This is* THY *book*, inſtead of, "*This is* THINE."

Em. And (of theſe Apricots that we have) I may ſay, "*Theſe are* OUR *Apricots*," inſtead of ſaying, "*Theſe are* OURS," and in the like manner are the other Pronominal Adjectives uſed I ſuppoſe.

Alb. Yes, and the *Pronoun* MINE, is uſed when the next word is not a *Noun*, (except when the *Noun* begins with a Vowel,) and the Pronominial Adjective MY, when the next word is a Noun, and beginning with a Conſonant,—but now we muſt go to the ſecond ſort of Pronominal Adjectives, which are called the *Definitives*; as, *Some*, *Any*, *None*, *One*, *Other*, *Another*, *&c.* which point out the meaning of the *Noun* to which they refer or are joined.

Ad. And have theſe *Definitives* no variations, as the Poſſeſſive Pronominals have?

Alb. One and *Other* have the Plural Number; as, "*Take heed that ye deſpiſe not* ONE *of theſe little* ONES," that is, theſe little children;—"*It is not theſe* MEN, *but* OTHERS," *One*, *Other*, and *Another*, have alſo the Poſſeſſive caſe; as, ONE'S *nature is frail*, and OTHER'S *is the ſame*.

Mar. That is, (I ſuppoſe,) the ſame as ſaying "MY *nature is frail and ſo other Perſons is the ſame*,"—ANO-

THER is uſed in the Poſſeſſive Caſe, by *Mr. POPE*,

"Teach me to feel ANOTHER'S woe."

Alb. Yes.—now you both, I believe obſerve that OTHERS, is only uſed when the Noun to which it refers is omitted. Likewiſe ONE is uſed in an undetermined ſenſe; as, ONE *is apt to be ſurpriſed*,—"ONE *cannot comprehend the Almighty God.*"

Mar. I well underſtand you Miſs Albina, and I cannot avoid ſaying to you, how much better you underſtand Grammar than we.

Alb. Now we'll proceed to the next of the Pronominal Adjectives.

Em. They are called *Demonſtratives*, I remember.

Alb. *This*, and *That*, are called *Demonſtrative* Pronoun as they more particularly point out the *Thing* that is ſpoken of.—They have alſo the Plural Number.

Mar. How is the *Plural* formed?

Alb. The Plural of *This* is *Theſe*, and the Plural of *That* is *Thoſe*;—*That* is ſometimes a *Relative* Pronominal Adjective, as you will ſee, when we ſpeak of the *Relatives*;—when *That*, is neither a *Demonſtrative* nor *Relative*, it is a *Conjunction*.

Em. You have already explained five ſorts, therefore the *Relative* Pronouns will be the next.

Alb. Yes, and they are theſe,—*Who*, *That*, *Which*, *What*, and ſo on.

Ad. Why are theſe called *Relatives*?

Mar. Siſter, do not you recollect? I do,—they are called *Relatives* becauſe they *Relate* to ſome *Noun* or *Pronoun*, going before in the ſentence, (or underſtood) which is called the *Antecedent*.—They alſo join one

part of the ſentence to the other.—This I very well recollect of *Relatives*, Miſs Albina.

Alb. I perceive you do,—Now theſe *Relatives*, (as you ſay Martha,) do relate to *Nouns*, and *Perſonal Pronouns*, of the Plural and Singular Numbers,—And the Relative *Who* has three caſes, the ſame as the *Perſonal Pronouns*.

Em. Then *Who*, is the Nominative Caſe, (I ſuppoſe) but which are the *Poſſeſſive* and *Objective Caſes*.?

Alb. The relative, *Who*, is declined as in this Table.

WHO, *Nominative*	*Caſe* and is the *Relative* to the *firſt*, *ſecond* and *third* Perſons ſingular or plural of the perſonal pronouns, *Maſ.* or *Fem.* Gend.
*WHOSE, *Poſſeſſive*	
WHOM, *Objective*	

Mar. Pleaſe to give us an example, Miſs Albina, how the *Relative* is uſed, in a ſentence that we may obſerve what *Noun* or *Pronoun* is the *Antecedent*, to it.

Alb. The Relative *Who*, in the *Nominative* Caſe, is uſed twice in this line of *Mr. POPE'S* "*In him* WHO *is or him* WHO *finds a friend*" and the *Pronouns* before each Relative are called *Antecedents*.

Mar. The Pronouns *Him*, are the *Antecedents* to the Relatives?

Alb. Yes, and now I'll ſhew you by examples, how the Relative *Who*, in the *Poſſeſſive* Caſe is uſed, thus,

,, Rough quarries, rocks and hills, WHOSE heads touch Heaven."
" O, ye mortal Engines WHOSE rude throats
" The immortal Jove's dread clamours counterfeit."

Mar. In theſe examples I obſerve that you have

* Whose, May be properly said to be the Relative to the Possessive Pronouns, of the Masculine and Feminine gender.

uſed the Relative in the *Poſſeſſive* Caſe,—but which are the *Antecedents*?

Alb. In the firſt example there are *three Antecedents* to *one Relative*, therefore the *Relative* is *Plural*, and in the ſecond example *Engines* are the Antecedent which are Plural, therefore their Relative muſt be Plural alſo.—Now then the Relative *Who*, in the *Objective* Caſe, is uſed in theſe following ſentences.—"*Joſeph (was) the husband of Mary, of* WHOM *was born Jeſus.*"—"*It is John* WHOM *I beheaded.*"—*Even Moſes in* WHOM *ye truſt.*"

Em. You have Albina, uſed the Relative *Whom*, which is the *Objective* Caſe, once in each ſentence I obſerve, and the *Antecedent* to the Relative *Whom*, in the firſt ſentence is *Mary*, and in the ſecond it is *John*, and in the third it is *Moſes*, that righteous Man, who preached ſo long unto the Iſraelites.

Mar. Indeed Siſter, I did not think you could ſo well underſtand the Relative, nor that you knew of that account of Moſes,—but let us know if you know where Miſs Albina has taken theſe ſentences from.

Em. The firſt I think is from St. Matthew, the other from St. Mark, and the laſt I am ſure is in the fifth chapter of St. John, and near the latter end of it.

Alb. It is part of the forty fifth verſe of the chapter, and the firſt ſentence is part of the 16th verſe of the firſt chapter of Matthew's Gospel,—the ſecond ſentence is part of the 16th verſe of the 6th chapter of Mark.—Now Miſs Emma, you indeed have ſhewn more knowledge than I myſelf expected,—but now I have to ſay that there are a great many parts of Grammar of which I know not any thing about.

nor need, indeed, till I have proceeded further (I am told) in other particulars of more importance in Grammar.

Mar. I believe from what I have read, that *Who*, *Which* and *What* are called Interrogatives, which mean the asking of questions.

Alb. Yes, they do, the same as if I were to ask you these questions,—"WHO *is in the Parlour?*"—"WHOSE *book is that?*"—WHOM *do you love?*"—now you observe Martha and Emma, that I have used the Relative WHO, in the three cases, by the asking of questions, and it is to be observed also, that, *Who*, *Whose*, and *Whom*, are only used in asking questions, when they refer to *Persons*, but *which* and *what* are used in asking questions, when they refer to either *Persons* or *Things*; *Which* is improper to be used to Persons in any form than in asking questions;—The Relative *That* refers to all Nouns.

Mar. Then the relative *That* refers to both *Persons* and *Things* you mean; as,— "*The* MAN THAT *brought these Apricots, has left* THEM THAT *are much better.*"

Alb. Yes, you are right, but instead of using the Relative THAT, after the Noun MAN, (which is the Antecedent to THAT) you may use the Relative WHO, which is a Relative that only refers to *Persons.*

Mar. So I may, I observe,—but I could not properly have used the Relative WHO, in place of the Relative THAT, which is after the Pronoun THEM, (which is the Antecedent to it) because this Pronoun THEM, is in place of the Noun *Apricots*, which are *Things* and not *Persons.*

Alb. True Martha, but you may use the Relative

WHICH, (as it refers to *Things* the ſame as the Relative THAT) after the Pronoun THEM.

Em. O certainly you can Siſter, do you underſtand?

Mar. Yes, I do now.

Em. Now Miſs Albina I ſuppoſe you have ſpoken all you have to ſay on the Pronouns.

Alb. No, there are a few more Pronominal Adjectives, called *Diſtributives*; as, *Either*, *Each*, *Every*, *&c.* theſe are called *Diſtributives*, as they relate to Perſons or Things ſeperately and ſingly: *Own* and *Self* are Pronominal Adjectives (and they have a *Plural* form: as *Selves*,) which are joined to the *Poſſeſſive* Pronominal Adjectives; as *My Own*, *Your Own*, *My Self*, *His Self*, *Our Selves*, *Their Selves*, *&c.*

Alb. We have one obſervation more to make, and then we have done with what we have to ſay of the Pronouns.

Mar. What is that obſervation, Albina?

Alb. It is this,—that when two Perſons are together, the perſon who ſpeaks is called the *firſt* Perſon, the perſon ſpoken to is called the *ſecond* Perſon, and the perſon or things ſpoken of (and perhaps not preſent,) is called the *third* Perſon.

Mar. I ſuppoſe, indeed I am ſure, that *I* who ſpeak am the *firſt* perſon, and the perſon to whom I ſpeak, is the *ſecond* perſon. Then (as you ſay) the perſon (or thing) of whom I ſpeak muſt be called the *third Perſon*.

Alb. Yes, now you both particularly obſerve, that *three* perſons may be the ſubject of any diſcourſe.

Em. We do, I believe.

Mar. Yes.

Em. Now you ſaid that you would ſpeak on the

Adjectives after the Pronouns. I do not understand all the Adjectives, therefore let us speak of them here, and I will tell you them that I do know.

Mar. Please to begin then Sister.

Em. Adjectives are I believe those words which signify the quality of all *Nouns*, that are either *Good* or *Bad*, *Sweet* or *Sour*, *Strong* or *Weak*, and so on.

Mar. Yes, *Large* or *Small*, *Long* or *Short*, *Broad* or *Narrow*, *Rich* or *Poor*, and so on. But now let us hear you use an Adjective before a Noun.

Em. Thus then—"*A* GOOD *man*"—"*A* PRETTY *girl*"—"*A* GREAT Town,"—"*A* SWEET *fruit.*"—Here you may observe that I have used the Adjectives, *Good*, *Pretty*, *Great*, *Sweet*.

Alb. Which is the Adjective in this sentence,—"*The* GLORIOUS *Sun?*"

Em. The word *Glorious*, to a certainty.

Alb. Now you well understand me I suppose,—indeed I am sure you do, so I will ask you if Adjectives are ever varied?

Em. Adjectives I believe are varied to express comparison, and there are *two* forms of comparison; the first is called the *Comparative* and the other the *Superlative*.

Alb. Yes, they are, and we will now take the Adjective *Fine*, to observe how the *two* forms of comparison are made.

Em. I think I can tell you that.—The *Comparative* is made by adding the letter *r* to *Fine*; as Finer.—And the *Superlative* is formed by adding the letters *st* to *Fine*; as Fin*est*.

Mar. But the Comparative is formed by adding the letters *er* to those Adjectives that do not end with

the letter *e*; as the Adjective *Strong*, as *er* added to it, thus.—Strong*er*,—and in the Superlative, the letters *est*: as Strong*est*,—so it is plain that when an Adjective ends with *e*, the letter *r* is added to form the *Comparative*, and the letters *st* to form the *Superlative*, but when an Adjective does not end with *e*, then the letters *er* are put to it to form the *Comparative*, and *est* to form the *Superlative*.

Alb. You are very right—but almost all Adjectives of more than one syllable are best formed in the Comparative, by the word *More*, and the Superlative by the word *Most*. and indeed, you may form the Comparative and Superlative of Adjectives of only one syllable by the words *More* and *Most*; for instead of saying *Fine*, Finer, Fine*st*,—you may say *Fine*, MORE *fine*. MOST *fine*; but this form is generally not so pleasing in sound, in an Adjective that is a Monosyllable but Adjectives that are Dissyllables Trisyllables and Polysyllables, that is, Adjectives of two, three, and four syllables, are better formed by *More* and *Most*; as *Magnificent*, MORE *Magnificent*, MOST *Magnificent*,—Now Emma perhaps you observe that Adjectives which have not the letters *r*, *er*, *st*, or *est*, nor the word *More* or *Most* joined to them, are called the *Positive* form; as *Fine* is positive, but when *r* is added to the positive *Fine* the Adjective then is called the *Comparative* form, or degree; as *Finer*, and when *st* are added to the Positive *Fine*, the Adjective then is called the *Superlative* form or degree; as *Fineſt*.—*Magnificent* is an Adjective of the Positive form, and the Comparative is formed by the word *More*; as, MORE *Magnificent* instead of the letters *er*, as, Magnificen*ter*; and the Superlative is formed by the word Most, as,

MOST *Magnificent* inſtead of the letters *eſt*, as, Magnificen*teſt*.

Mar. Siſter, what Miſs Albina ſays, is to be obſerved of all Adjectives, for there are no Adjectives but what are formed in their degrees of Compariſon as either the Adjective *Fine* or *Magnificent*, except the Adjective end in *y*, and then if the letters *er* be added to make the Comparative form; or *eſt* to make the Superlative, the *y* at the end of the Adjective muſt be changed into *i*: as in the Adjective *Lovely*, thus, Poſitive *Lovely*, Comparative Love*lier*, Superlative, Love*lieſt*. But if the words *More* and *Moſt* be uſed to form the degrees, I believe the *y* will not be changed into *i*, as *Lovely*, MORE *Lovely*, MOST *Lovely*. But I think now, that *all* Adjectives are not formed exactly in the manner we have formed the Adjectives, *Fine*, *Magnificent*, and *Lovely*?

Alb. Moſt Adjectives are ſo formed, but there are about four Adjectives—*Good*, *Bad*, *Little*, *Much*.—The Comparative and Superlative forms of them are very different words; as, the Comparative of *Good* is *Better*,—*Bad*, *Worſe*, —*Little*, *Leſs*,—*Much*, *More*,—and their Superlatives are,—*Beſt*, *Worſt*, *Leaſt*, *Moſt*. Theſe Adjectives are very much uſed, therefore we ſhould be very careful to remember them well.—There are a few Adjectives alſo which are in the Superlative form, by the word *moſt* being added to the end of them; as, Fore*moſt*, Under*moſt*, Upper*moſt*, Further*moſt*, Utter*moſt*, *&c.*

Mar. I know that two Comparatives or Superlatives together are improper, and I think that you Siſter, know that they are?

Em. O, yes,—it would be very improper for me to

ſay of theſe Apricots which we are eating.—"This which I am eating, is *More* Sweeter than thoſe of which you are eating."—I ſhould only ſay, "*Sweeter*" or "*More Sweet.*"

Mar. Yes you ſhould and never put the word *More* before an Adjective to which you add the letter *r* or the letters *er*, and it would be equally improper, (as I ſaid before) to uſe two ſuperlative forms together; as, "Theſe Apricots are the *Moſt Sweeteſt* that we did ever eat,"—we ſhould ſay—"Theſe Apricots are the *Moſt Sweet*," *&c*—or—"Theſe Apricots are the *Sweeteſt*, *&c.* and ſo by any Adjective, two Comparative or Superlative forms muſt never be uſed together.

Alb. Now let us proceed to the Verb, which is the fifth part of ſpeech.

Mar. We have only ſpoken of three parts, yet.

Alb. No more we have, for we have never ſaid any thing about the *Article* which is the firſt part of ſpeech.

Em. O, the *Article* is very eaſily underſtood.

Mar. Will you pleaſe to explain it, Emma?

Em. Yes, an *Article* is a word placed before all Nouns (or Subſtantives,) there are *two* Articles, *A* and *The*, but *A* is ſometimes changed into *An*.

Alb. When is *A* changed into *An*, Emma?

Em. When the Noun which it is placed before begins with a Vowel; as, "AN *Eagle*,"—"AN *Eye*"—or ſilent *h*; as "AN *hour*," "AN *Hoſpital*."—But Nouns that begin with a Conſonant the Article *A* is not changed; as "*A Man*," "*A Town*."

Alb. The Article *A* is not changed into *An*, when the Noun which it is before begins with *Y*.

Em. Very ingenuously if it be, but I had forgot to

make the obſervation myſelf, tho' now, I have an obſervation to make, and that is! the *Articles A* or *An* and *The*, are the words which my Siſter Martha told me that if I put either of them before any one word, and if that make ſenſe, the word (which I put the Article before) would be a *Noun*; as, "*A Tyger*," which is a Wild Beaſt,—"*The Quality*"—Now from what Martha ſaid *Quality* must be a *Noun*.

Alb. Yes, becauſe we ſuppoſe that Quality do exiſt and every thing that we really know to exiſt, and what we only conceive to exiſt, are all called *Nouns*.

Em. So I underſtand.

Mar. But Siſter, can the Article *A* be uſed for the Article *The*?

Em. No, *A* has a different meaning, and is called the *Indefinite Article*, and *The* is called the *Definite Article*.

Mar. Why is *A* or *An* called *Indefinite*?

Em. Becauſe it points out the ſingle Noun; as,—"*A Boy*,"—"*An Apricot*,"—which means, *One Boy*—*One Apricot*, and does not point out any particular *Boy* or *Apricot*.

Alb. And why is *The* called *Definite*?

Em. Becauſe it points out what particular Noun is meant, as in this ſentence,—"*Pleaſe to give me* THE APRICOT *which you have*."—Now by asking you this favour, I have pointed out, that, *The* one which you have in your hand, is it which I want, and not one of them which are put by in the fruit basket.

Alb. I ſuppoſe you know that *The* can be placed before Nouns of the *Plural* as well as the *Singular* Number?

Em. Yes, and the Article *A* can be placed before

Nouns only of the *Singular*, for example,—"THE *Men*," but we cannot ſay "*A Men*," neither can we properly ſay, "A *Horſes*"—but we can ſay "THE *Horſes*."

Alb. *Proper* Nouns (or Names) are uſed without *Articles*, except by way of eminence; as, "A *Titus*" meaning a Perſon of equal qualities with *Titus*,—"THE *Kings*," meaning the Engliſh *Kings*.

Mar. And when a Noun is underſtood; as, "THE *Thames*," that is, the *river* Thames.

Alb. The definite Article *The* is often placed before Adjectives; as, "THE *bright Sun*,"—"THE *inimitable Shakeſpeare*,"—"THE *Divine Cowley*,"—"THE *harmonious Prior*," and alſo before Adverbs, &c.

Em. And is the Article THE uſed before no other kind of words?

Alb. The Articles are not placed before *Nouns* that are uſed in an unlimited ſenſe, as in this line of *Mr. POPE's*.—

"The proper study of Mankind is MAN."

Mar. Yes, the Noun *Man* is uſed in this line without an *Article*.—So now we conclude our ſecond Dialogue.

****

III. DIALOGUE.

MAR. I think the next part of ſpeech is the Verb that we have to ſpeak of?

Alb. Come then, I may venture to ſay you know what a VERB is.

Mar. I believe that a *Verb* is the principle word in a ſentence.

Em. I think, I have read that a *Verb* is a word

which ſignifies a ſtate of being, or an action; as, To *Be*, To *Do*, or To *Suffer*.

Alb. So it does, and now as a Verb does ſignify *Being* or *Action*, that being or action may be *Now*, or *Paſt*, or may be in *Future* time.

Mar. Verbs are of three kinds; namely, *Active*, *Paſſive* and *Neuter*.

Alb. What is an ACTIVE *Verb*?

Mar. An Active Verb expreſs an Action: as "I *Love*," and of courſe implies an object, acted upon: as, "I *love* Aurther," here it is plain that *Aurther* is the *Object*.

Alb. Yes, but does not an Active Verb imply an *Agent* as well as an *Object* for as the *Object* receives the *Action* of the Verb, there certainly muſt be an *Agent* which performs that *Action*?

Mar. O yes. the Agent to the word *Love* in the ſentence, "I *Love* Aurther," is the Pronoun *I*, as, "I am the perſon of whom Aurther receives the Action of *Love*.

Alb. Now will you pleaſe to inform me whether the *Agent* or *Object* is placed firſt in this ſentence,—"I *Love* you."

Mar. The *Agent* is firſt, which is the Pronoun *I*, and the *Object* is laſt, which is the Pronoun *You*.

Alb. You are right, Now you know Martha, that "I *Love* you" at this *preſent time*, therefore my love is now acting, which is called the *Preſent Tenſe*.

Mar. There are *three* Tenſes, namely, PRESENT, PAST and FUTURE, and your kind love for me, is in the PRESENT Tenſe.

Alb. Well then you obſerve that when the *Agent* is

placed befor the *Object* (in the ſentence) the Verb is called an ACTIVE *Verb*.

Em. Pray does not the word *Tenſe* mean *Time*?

Mar. I may venture to ſay that you may uſe the word *Tenſe* for *Time*.

Alb. Tenſe, is a moreproper expreſſion and is moſtly uſed.—Martha I ſay "you *are Loved* by me,"—now tell me whether the *Agent* or *Object* is placed firſt in this ſentence?

Mar. The *Object* YOU, is placed firſt, and the *Agent* ME is placed laſt.

Alb. Now in this ſentence, *Loved* is called a PASSIVE *Verb*, you may obſerve that the *Agent* of an ACTIVE *Verb* is in the Nominative Caſe, and the *Object* is in the Objective; but when the Verb is PASSIVE the Object is in the Nominative Caſe, and the Agent in the in the Objective.—Here *I* will give you ſeveral ſentences, with an Active Verb in each of which the Agent is firſt, and the Nominative Caſe to the Verb; and the Object is laſt and in the Objective Caſe as under.

"I *eſteem* Virtue,"—"Thou *likeſt* Fruit,"—"He *eats* them,"—"We *learn* Grammar,"—"Ye *love* Juſtice,"—They *Juſtify* him.

Mar. Theſe ſentences I obſerve begin (as you ſaid) with Pronouns in the Nominative Caſe.

Alb. Yes, and the Verbs are *Active*, and the Noun or Pronoun following each of them is in the Objective Caſe becauſe it receives the *Action* of the Verb.

Em. Pleaſe Albina, ſpeak a few ſentences with the PASSIVE *Verb* in each?

Alb. Thus then,—"I *am loved* by you,"—"Thou

art pleaſed with Muſic,"—"He *is angered* by me,"
"*We* or *Ye*, or *They* ARE ORDERED by James."

Em. The Pronouns which begin theſe ſentences are on the Nominative Caſe.

Alb. But are they the *Agents* or the *Objects*?

Em. Why, we know the Object in a ſentence receives the *Action* of the Verb.

Mar. Then theſe Pronouns, Siſter, muſt be the *Objects* as in the firſt ſentence, "I *am loved* by you," means that *I* receive the *Action* of Love.

Alb. You are pretty right, Emma.

Em. Now then, what is a NEUTER *Verb*?

Alb. A Neuter Verb expreſſes a ſtate of being only; as, "I *Stand*,"—"Thou *Sleepeſt*,"—"He *Lies*" "She *Kneels*."

Em. The Pronouns—*I*, *Thou*, *He*, *She*, are the *Agents* in the Nominative Caſe to the Verbs—*Stand*, *Sleepeſt*,—*Lies*, *Kneels*.—But there are no Objective Caſes.

Alb. Why you may obſerve that the *Neuter* Verb, has no *Object* (or as may ſo be ſaid) becauſe the Action is within its *Agent*, and not upon any thing elſe—(which is the reaſon it is called *Neuter*) for when *Thou* SLEEPEST *Emma*, thou doſt not act upon any thing,—but the act of *Sleep* is confined within thyſelf, therefore *thou* art the *Agent*, and admitting the NEUTER *Verb* to have an *Object* it is coincident with the *Agent*; as the Action does not paſs over to any *Perſon* or *Thing*.

Em. Now pray Albina, explain—

Alb. O,—I beg your pardon for interrupting, but you perhaps may not have obſerved that *Neuter* Verbs are called *Intransitives*, and *Active* Verbs *Transitives*.

Em. I thank you Albina, for I did not—

Mar Now let us talk on the *Tenſes* of Verbs which are *Preſent*, *Paſt* and *Future*.

Alb. The Verb is varied to expreſs the *three* different ſorts of *Time* and to agree with the *Pronouns*, and alſo the *two* Numbers, *Singular* and *Plural*, and likewiſe the *Moods* and manner of *Action*, or ſtate of *Being*.

Em. What are the Moods termed?

Alb. The Moods are the *Indicative*, *Imperative*, *Potential*, *Subjunctive* and *Infinitive*.

Mar. Give us an example how the firſt is uſed?

Alb. Thus, the Active Verb *Love* in the *Indicative* Mood is explained as in the following Table.

INDICATIVE MOOD,

Preſent Tenſe or Time.

Singular.	Plural.	
1. I *Love*	1. We	*Love.*
2. Thou *Loveſt*	2. Ye	
3. He, She *or* It, *Loves or Loveth*	3. They	

Paſt Tense or Time.

Singular.	Plural.	
1. I *Loved*	1, We	*Loved.*
2. Thou *Lovedst*	2. Ye	
3. He, She, *or* It, *Loved*	3 They	

Future Tense or Time.

Singular.	Plural.	
1. I ſhall *or* will *Love*	1. We	ſhall *or* will *Love*
2. Thou ſhalt *or* wilt *Love*	2. Ye	
3. He, She *or* It ſhall *or* will *Love*	3. They	

Mar. Now Siſter, I ſuppoſe that the Active Verb *Love* is varied to agree with the Pronouns: as, in the *Preſent Tenſe* to agree with the Pronoun *I*, the Verb is *Love* and to agree with the Prououn *Thou* the Verb *Love* has the letters *ſt* added to it, thus, Loves*t* and to agree with the Pronouns *He*, *She*, *It*, the Verb *Love* has the letter *s* or *th*, thus, Love*s* or Love*th*.

Em. Then theſe varied forms of the Active Verb *Love*, namely,—*Love*, Love*ſt*, Love*s* or Love*th*, are the forms in which the Verb is varied to agree with the Pronouns of the *Singular Number*; which are *I*, *Thou*, *He*, *She*, *It*?

Alb. Yes, for the Verb *Love* is called the firſt Perſon Singular, becauſe it agrees with the Pronoun *I*; *Loveſt* is called the ſecond Perſon Singular, as it agrees with the Pronoun *Thou*:—*Loves* or *Loveth*, is called of the third Perſon Singular, as it agrees with the Pronouns, *He*, *She*, *It*.

Mar. You do not ſay how the Verb agrees with *Plural* Pronouns.

Alb. I will now then, you obſerve in the Table that the Verb *Love* never varies to agree with the Plural Pronouns, for (in the Table) it ſays We *Love* Ye *Love*,—They *Love*.

Em. Yes in the ſame manner as in the firſt Perſon *Singular*.

Alb. You are very right Emma, the Verb *Love* agrees with the Pronoun *I*, without varying, the ſame as it does with the *Plural* Pronouns, as in the Table, I *Love*,—We *Love*,—Ye *Love*,—They *Love*.

Em. But as you before have ſaid, the Verb *Love* varies to agree with the other Pronouns.

Mar. Yes, Siſter it does, now you underſtand with

reſpect to Moods that this verb *Love* is declined in the INDICATIVE MOOD, which ſignifies or declares, &c. as "I *Love* Albina."—The IMPERATIVE ſignifies a command, &c. as "*Love* Albina."— The POTENTIAL ſignifies Power, Will, or Liberty, as "Emma *may go.*" —The SUBJUNCTIVE ſhews a thing under a Suppoſition or Condition, &c. as, "*Were* Henry here," that is, "*If* Henry *were* here."—The INFINITIVE marks a thing in an undeterminate manner, without regard to Number or Perſon, &c. as, "To *Love* Albina."

Alb. Now will you pleaſe to repeat the whole of the Tables of the two principal Auxiliaries, *To have* and *To be.*

Mar. To HAVE is thus declined or conjugated in the Preſent, Paſt, and Future Tenſes.

INDICATIVE MOOD,

Preſent Tenſe or Time.

Singular.	Plural.	
1. I *have*	1. WE	*have*
2. THOU *haſt*	2. YE	
3. HE, SHE, or IT *has* or *hath*	3. THEY	

Paſt Tenſe or Time.

Singular.	Plural.	
1. I *had*	1. WE	*had*
2. THOU *hadſt*	2. YE	
3. HE, SHE or IT, *had*	3. THEY	

Future Tenſe or Time.

Singular.	Plural.	
1. I *ſhall* or *will have*	1. WE	*ſhall* or *will* have.
2. THOU *ſhalt* or *wilt have*	2. YE	
3. HE, SHE or IT *ſhall* or *will have*	3. THEY	

Em. Now Sifter, if you pleaſe, decline the Neuter Verb *To Be*.

Mar. It is thus declined,—

INDICATIVE MOOD.

Preſent Tenſe or Time.

Singular.	Plural.	
1. I *am*	1. WE	*are*,
2. THOU *art*	2. YE	
3. HE, SHE or IT *is*	3. THEY	

Paſt Tenſe or Time.

Singular.	Plural.	
1. I *was*	1. WE	*were*.
2. THOU *waſt*	2. YE	
3. HE, SHE or IT *was*	3. THEY	

Future Tenſe or Time.

Singular.	Plural.	
1. I *ſhall or will be*	1. WE	*ſhall* or *will be*.
2. THOU *ſhalt* or *wilt be*	2. YE	
3. HE, SHE or IT *ſhall* or *will be*	3. THEY	

Now I think by repeating the Tables of the two principal Verbs, *To Have* and *To be*, that I have done enough, and I conceive Sifter that it is your turn to ſay ſomething.

Em. What ſhould I ſpeak of?

Alb. I'll tell you Emma—let us hear you name all the marks, or ſtops, which are uſed in Printing and Writing.

Em. There are *Four* regular marks or ſtops, termed *Comma*, *Semicolon*, *Colon*, and *Period*, as under—

COMMA ,	reſt 'till you can count	ONE
SEMICOLON ;		TWO
COLON :		THREE
PERIOD .		FOUR

Now the *Comma* is the firſt and leaſt pauſe. The *Semicolon* is uſed when the ſentence has a great part of it behind: The *Colon* when the ſenſe is perfect, but the ſentence not ended: The *Period* when the ſentence is fully completed.

Alb. But Emma there are other marks alſo.

Em. Yes, they are as follows,

An INTERROGATION ?—At this mark you reſt as long as at a *Period*, and the ſentence is ſpoken quick; as,

"Why? why is this?"—"Haſt thou not wronged me?"—
"Whence this diſhonour, but from thee, thou falſe one?"

An EXCLAMATION !—At this mark you reſt as long, or longer in general, than at a *Period*, and the ſentence is ſpoken with either the emotion of pleaſure, ſurpriſe or pain, &c. as,

"O my ſoul's joy!"
"Not hear me! by my ſufferings but you ſhall!"
"Farewell the tranquil mind! farewell content!"

Theſe marks are often uſed in the ſame ſpeech; as

"Part! muſt we part? oh! am I then forſaken."

PARENTHESIS ( ) Includes words in a ſentence which may be omitted without ſpoiling the ſenſe, but added to illuſtrate, &c. as

"I was (unhandſome warrior as I am)
"Arraigning his unkindneſs with my ſoul."

BRACKETS [] Incloſe words which are ſupplied, to remove a deficiency, or miſtake, &c. as

["The robb'd that ſmiles, ſteals ſomething from the
"He robs himſelf, that ſpends a bootleſs grief."] [thief,

A CARET ∧ ſignifies that a letter or word is left out; as,

"Evil co m ∧ munications corrupt ∧ good manners."

An ELLIPSIS — Is uſed when letters or words are left out in a ſentence; as, "The Q—n," for "The Queen."

An HYPHEN - Is leſs than an *Ellipſis*, and divides words into proper parts, as in all tables of ſpelling, thus, "Lus-tre, Cap-a-pee, I-de-a, &c.

An APOSTROPHE ' is nearly like a *Comma*, and is placed at the head of words to denote that one or more letters are omitted; as

"Don't, pr'ythee don't, in poverty forſake me."

A QUOTATION "—" Is two inverted *Comma's* at the begining, and two *Apoſtrophe's* at the end of lines that are quoted from Authors; as

"Know then this truth (enough for man to know)
"Virtue alone is happiness below."

An *acute* ACCENT ´ or a *grave* ACCENT ` Is placed over a letter of each word in Dictionaries, to ſhew that the ſtreſs of the voice is on that ſyllable; as Léter, Súbject, Begin`ning, Fàvour, &c.

PARALLELS ‖ are uſed in margins of Holy Writings, when words may be otherwiſe underſtood.

An ASTERISM * and OBELISK † are uſed to refer to ſome Note in the margin or bottom of the page.

A SECTION § is uſed in forming Chapters into leſſer parts.

A PARAGRAPH ¶ is moſtly uſed in the Scriptures and points out the beginning of another ſubject.

N. B. A BRACE ⏞ includes three lines of Poetry that end in rhyme,—as,

"The helpleſs traveller, with wild ſurprise,
"Sees the dry deſarts all around him riſe,
"And, smother'd in the duſty whirlwind, dies."

Alb. Now you have kindly explained the marks let me beg of you alſo to ſay when Capitals ſhould be uſed.

Em. The firſt letter after every *Period;* the firſt letter in every line of Poetry, and proper names of Perſons; as alſo Places, Arts and Trades; the Pronoun I; as—

"Am I a coward? am I a villain?"—Not I; I muſt be ſound. muſt be found."

And the *Interjection* O; as—

"O my fair warrior!"
O! lead me to ſome deſart wide and wild—"

Mar. Now I ſuppoſe our time is expired, ſo we'll draw a concluſion if you pleaſe, for we ſhall be fully expected.

Em. If you pleaſe I am ready,—ſo now we end this amuſing converſation on *Grammar* till your next viſit, Albina.

Alb. That is certain, as I ſhall now very ſoon return home, but remember the next muſt be at *our* houſe.

Mar. Well, be that as it may; but as my Siſter ſaid, we now end this converſation on *Grammar.*

ARITHMETIC.

PART II.

DIALOGUE I.

Being a discourſe on the *Three First Rules*, between *Aurther* and *William*, (brothers and viſitors) *Augustus* and *Henry* (brothers.)

Aur. Auguſtus, ſhall we begin this moſt uſeful branch?

Aug. Uſeful! yes, it is uſeful; I have heard our *Maſter* ſay, when he has been explaining the uſe of *Arithmetic*, that were it not for Numbers, Trade and Commerce would ceaſe, and the World only exiſt in a ſtate of confuſion and ignorance, as no buſineſs of importance could be tranſacted; indeed we may only refer to the Holy Scriptures, where we may find theſe and the like words: "Thou (O God) haſt ordered all things in meaſure, number, and weight." This you will find in the book of WISDOM, chap. the eleventh and verſe the twentieth.

Wil. I have heard nearly the ſame by Mr. Actwell.

Hen. Now then let us begin directly;—theſe are Signs, which are uſed inſtead of words; 3+2 *Addition Sign*; 3—2 *Subſtraction*; 3×2 *Multiplication*; 8÷2 *Division*; 3+1=4 *Equality*; 2 : 8 :: 4 : 16 *Proportion*; that is,—as 2 is to 8, ſo is 4 to 16.

Aur. You are very right, Henry—ſo here is the

NOTATION TABLE,

conſiſting of 7 figures; and Mr. Trueman has told me it is enough for young learners of *Arithmetic*.

7th place	6th place	5th place	4th place	3d place	2d place	1st place
Millions	Hundreds of Thouſands	Tens of Thou ſands.	Tho- ſands.	Hundreds	Tens	Units or Ones.
4	4	4	4	4	4	4

Here you ſee the figure under the word *units* or *ones*, means *Four ones*, as *four* apples or any thing elſe; then the next figure with the word *tens* over it, means *Four tens*, which is of that value becauſe it is in the *ſecond place*; the figure with the word *hundreds* over it, is the *third* figure on the left hand, which means *Four hundreds*; and the next figure means *Four thouſand*; and ſo on.

Aur. William write down *Ninety four* in figures.

Wil. Firſt, I put 4, which by itſelf means 4 *ones*, then on the left-hand of the 4 I put 9, which I know by your table that 9 in the ſecond place means 9 *tens*, therefore the number is thus 94, and in the ſame manner we write any other number, as—"*Four thouſand and two*" are written in theſe figures 4002.

Aug. Now we go to ADDITION, which is the Rule by which we find how much two numbers added to-

gether make in the whole; but the firſt thing in this Rule is to learn well by heart the following

ADDITION TABLE.

3	added	to	4	make	7	6	added	to	7	make	13
3	—		5	—	8	6	—		8	—	14
3	—		6	—	9	6	—		9	—	15
3	—		7	—	10	6	—		10	—	16
3	—		8	—	11	6	—		11	—	17
3	—		9	—	12	6	—		12	—	18
3	—		10	—	13						
3	—		11	—	14						
3	—		12	—	15	7	added	to	8	make	15
4	added	to	5	make	9	7	—		9	—	16
4	—		6	—	10	7	—		10	—	17
4	—		7	—	11	7	—		11	—	18
4	—		8	—	12	7	—		12	—	19
4	—		9	—	13						
4	—		10	—	14	8	added	to	9	make	17
4	—		11	—	15	8	—		10	—	18
4	—		12	—	16	8	—		11	—	19
5	added	to	6	make	11	8	—		12	—	20
5	—		7	—	12						
5	—		8	—	13	9	added	to	10	make	19
5	—		9	—	14	9	—		11	—	20
5	—		10	—	15	9	—		12	—	21
5	—		11	—	16						
5	—		12	—	17	10	added	to	11	make	21

Wil. This table I ſee is learnt thus,—3 added to 4 make 7,—3 added to 5 make 8,—and 3 added to 6 make 9, and ſo on all thro' the table:—ſo now we'll try to uſe this table in Addition ſums.

Hen. Add together theſe 4 numbers, 214—156—243 and 58.

Wil. Firſt, I take and put them all down, ſo that the figure at the right of every line be juſt under each other, and the ſecond figure of every line, (which is called the tens place) exactly under each other; and the third figure under each other and ſo on, with as many as may be in a line, ſo to place theſe 4 numbers rightly.

They are thus

214	fourth line.
156	third line.
243	ſecond line,
58	firſt line.
671	Total Sum.

Now I begin with the 8 which is at the right hand in the *firſt* line, and ſay 8 added to 3 in the *ſecond* line make 11 and the 11 added to the 6 in the *third* line make 17, and the 17 added to the 4 in the *fourth* line make 21;—Now as I have added the units figure of each line together, which make 2 *tens* and 1, ſo under the black line I put down the figure 1; and as the 2 means 2 *tens* I add it to the ſecond figure in the bottom line, which in that place means *tens* alſo you well know, Henry.

Hen. Yes, and the 2 added to the 5 make 7.

Wil. Yes, and the 7 added to the 4 in the tens place of the *ſecond* line make 11, and 11 added to 5 in the *third* line make 16, and 16 added to 1 in the *fourth* line make 17.—Now again as I have added the TENS figure of each line together, which make 1 *ten* and 7 *units*, ſo under the black line on the left hand of the 1 I put the 7 (which is the TENS place) and the 1 *ten* I add to the third figure in the *ſecond* line, and ſay, 1

added to 2 makes 3, and 3 added to 1 make 4, and 4 added to 2 make 6,—Now as I have added all together I put down the 6 on the left hand of the 7, and in that place it will mean 6 *hundreds*, as they are all hundreds in the third place of every line, (as the Notation Table proves;) ſo theſe four Numbers added together make 6 *hundreds* 7 *tens* and 1, called 6 hundred and ſeventy one.

Aur. Now as all in this rule are done, as William has done this it would be loſing time to do any more; But for practice, (which is the only way to be perfect,) at another time we may add together theſe numbers of Horſes, 472; 356; 497; which in all you'll find to be 1325 Horſes; alſo, 274; 27; 341; 846 Apples added together make 1488 Apples.

Hen. Now we'll proceed to SUBTRACTION which is juſt the contrary to *Addition*: as it teaches us to find how much *more* the greater (of two Numbers) is than the leſſer.

Wil. Yes, as if I have 48 Marbles and you only 29, and were you to take as many Marbles as you have from my 48 I ſhould have 19 left, ſo by this it plainly ſhews that I have 19 Marbles more than you, Henry.

Aur. Yes, Henry, and for you to find out how many Marbles William has more than you, by the *Subtraction* rule, you firſt put down the greater number of Marbles which you know is 48, and then under the 48 the leſſer number, which is 29, and they will be

Thus { From 48 The greater number called the Subducend,
Take 29 The leſser number called the Minorand,

19 The Remainder called the Difference.

Hen. William, in Subtraction you mind that the *Units* * figures be juſt under each other, and the TENS † figures under each other, as in Addition, and then you ſay 9 from 8,

Wil. But I cannot take 9 from 8.

Aug. Do not you recollect that when a top figure is *leſs* than the figure under it, that you muſt *add* 10 to that top figure?

Wil. O, now I do remember,—ſo when I add 10 to 8 which make 18, the rule ſays, from this 18 I muſt take 9, and then there will be 9 more left, which I put down under the black line, as in *Addition*.—Now there is another particular part, to be remembered, which is this;—As I *added* 10 to the figure 8 in the top line, I muſt be ſure to *add* 1 the very next figure in the bottom line which is 2, ſo 1 added to 2 make 3 which I take from 4 in the *top* line, and there is 1 remains, which I put down on the left hand of the 9, (which is under the black line) as that is the TENS place.

Hen. So the remainder or difference is 19; therefore you muſt have 19 more Marbles than I, as this rule plainly proves; all ſums in this rule are no harder than this you have done, therefore if Auguſtus will pleaſe to ſay what are the beſt to practice at another time, and then we'll make our appearance to our Parents, and after dinner we'll retire again.

Aug. Here are queſtions for practice,—Europe is 2500 miles broad, and Aſia nearly 4200, how much broader is Aſia than Europe?—If Birmingham be 110 miles from London and Oxford 53 miles, how

* Which is 8 in the GREATER number, and 9 in the LESSER.

† Which is 4 in the GREATER number, and 2 in the LESSER.

many nearer is Oxford to London than Birmingham? How much is 4981 more than 4187? theſe, and all in this rule are done alike, therefore you may practice from any book of Arithmetic, and to prove any ſum in this rule *add* the *remainder* and the bottom line (called the *Minorand*) together and if that ſum be the ſame as the top line (called the *Subducend*) it proves that you have rightly Subtracted; ſo now if you pleaſe we will go, and when we return begin at the next rule.

II. DIALOGUE.

Hen. Now as we are come again to exerciſe ourſelves in Arithmetic, let us begin immediately.

Aur. The ſooner the better, as our time is but ſhort before we return.—The rule is *Multiplication* that we are to begin, ſo I will aſk you Henry, if you underſtand the Table, which is as follows.

TABLE.

Multiplier.		Multiplicand.		Prod.	Mult—r.		Mult—d.		Product.
3	times	3	make	9	4	times	4	make	16
3	—	4	—	12	4	—	5	—	20
3	—	5	—	15	4	—	6	—	24
3	—	6	—	18	4	—	7	—	28
3	—	7	—	21	4	—	8	—	32
3	—	8	—	24	4	—	9	—	36
3	—	9	—	27	4	—	10	—	40
3	—	10	—	30	4	—	11	—	44
3	—	11	—	33	4	—	12	—	48
3	—	12	—	36					

5	times	5	make	25
5	—	6	—	30
5	—	7	—	35
5	—	8	—	40
5	—	9	—	45
5	—	10	—	50
5	—	11	—	55
5	—	12	—	60
6	times	6	make	36
6	—	7	—	42
6	—	8	—	48
6	—	9	—	54
6	—	10	—	60
6	—	11	—	66
6	—	12	—	72
7	times	7	make	49
7	—	8	—	56
7	—	9	—	63
7	—	10	—	70
7	—	11	—	77
7	—	12	—	84
8	times	8	make	64
8	—	9	—	72
8	—	10	—	80
8	—	11	—	88
8	—	12	—	96
9	times	9	make	81
9	—	10	—	90
9	—	11	—	99
9	—	12	—	108
10	times	10	make	100
10	—	11	—	110
10	—	12	—	120
11	—	11	—	121
11	—	12	—	132
12	times	12	make	144

Hen. This Table my brother underſtands very well and I think I do moſt of it,—Shall I explain how I underſtand it?

Wil. Do if you pleaſe, for I wiſh to hear you.

Aur. And ſo do I.

Hen. Thus, then—3 times 3 make 9; and 3 times 4 make 12; and 3 times 5 make 15; and 3 times 6 make 18 and—

Wil. O, I underſtand you Henry,—ſo you ſay 3 times 7 make 21; and 3 times 8 make 24; and ſo on through all the Table.

Aug. You both are very right.

Aur. Now then I ſuppoſe brother, that you underſtand this Table; if you do not, you muſt, before you can proceed to the rule; and you ſhould perfectly get it by heart.

Wil. Brother, I had at firſt rather forgot it, but now Henry juſt began it I ſoon recollected moſt of it, if not all.

Aur. Let me hear if you can ſay any more of it?

Wil. The Table goes on 3 times 9 make 27, and 3 times 10 make 30, and 3 times 11 make 33, and 3 times 12 make 36, and 4 times 4 make 16; and ſo on through all the table. So now brother if you pleaſe let us hear you explain the Multiplication Rule?

Aur. Firſt, you know William that from our houſe to here is 13 miles; now tell me how many miles it is from our houſe to here and back again.

Wil. Why twice 13 miles.

Aur. But how many miles is twice 13?

Wil. I am not ſure that I can inform you.

Aur. Well, I will do this for you, thus,—I put down the number 13, then as twice means 2 times, I put 2 under the unit figure of the number 13, (which is 3) and they will then be

Thus { 13 the top line called the Multiplicand,
2 the bottom line called the Multiplier,

26 the Product of 13 by 2

Now I begin and ſay 2 times 3 make 6.

Wil. O, I well know that 2 times 3 make 6.

Aur. Very well,—then you put down the 6 under the black line, as you did in *Addition* and *Subtraction* and then ſay 2 times 1 make 2.

Wil. That is 2 times 1 in the *tens* place of the top line

Aur. Yes, 2 times 1 *ten* make 2 *tens.*

Wil. I know that 2 times 1 *ten* make 2 *tens*, but where muſt I put the 2 down?

Aug. William, do not you recollect that in *Addition* and *Subtraction* you did put figures that mean *tens* in the tens place?

Wil. I do now,—ſo then, as the 1 in the top line means 1 *ten*, 2 times that 1 muſt mean 2 *tens*, as ſuch then I muſt put the 2 in the *tens* place under the black line which will be

13
2

Thus 26 The Amount called the Total Product.

So 26 is the number of miles from our Houſe to here at Mr. Heartwell's and back again.

Aur. Yes it is, and a pleaſant ride for you I think, indeed when I have ridden to your Houſe I have thought it to be ſo.

Wil. So it is very delightful, when the ſeaſon is pleaſant,—but will you be ſo kind as to give me a queſtion, as I think I could perform one myſelf.

Aug. I will give you two numbers that are multiplied together, but firſt tell me if you have not read in the Hiſtory of England, of WM. the CONQUERER.

Wil. O yes, he was ſo called becauſe he conquered England,—He was born about the year of our Lord, 1026.

Aug. And now it is, 15 times 51 years ſince, ſo by this account tell me how long it is ſince he was born, reckoning the year now 1791?

Wil. Why to find how long it is ſince he was born by your account, I muſt multiply 51 by 15; ſo I put the *greater* number down firſt, and then the *leſſer* exactly under it, ſo that units be under units, and tens under tens

Thus { 51 the top line called the Multiplicand,
15 the bottom line called the Multiplier.

Now I begin at the *unit* figure in the bottom line and ſay, 5 times 1 make 5, and the 5 I put down under the black line, and ſay, 5 times 5 make 25 which is 2 *tens* and 5 *units*, and the 5 I put down on the left hand of the 5 which I have put under the black line, ſo as all the figures in the top line are Multiplied, I put the 2 *tens* down on the left hand of the ſecond 5

51
15

Thus 255 the product of 51 by 5

Aug. You are very right, 255 is the Product of 51 Multiplied by 5.

Wil. Then I begin and Multiply the top line again, by the 1 (in the TENS place of the bottom line) ſaying, 1 times 1 make 1; and the 1 I put down under the ſecond 5 which is under the 1 that I Multiplied by; and then again I ſay 1 times 5 make 5, and this 5 I put down on the left hand of the 1

51
15

255 The product of 51 by 5
51 The product of 51 by 1

So we find that 1 times 51 make 51.

Hen. You clearly know that 255 is the product of 5 times 51: and that 51 is the product of 1 times 51.

Wil. Yes certainly, and these two products must be added together just as they are put under each other.

51
15

Thus { 255 / 51 } To be added together.

Then I begin as in *Addition* to *add*, saying 5 is 5 which I put under the lower line black line, and then say 1 added to the 5 above it make 6, which I put down on the left hand of the 5 that is under the lower black line.

51
15

255
51 } the two Products

Thus 65

Then I say 5 added to 2 make 7, which I put down on the left of the 6

51
15

255
51 } the two Products

Thus 765 Sum of the two Products, call'd the Total Product.

So 765 years it is since the Conqueror was born to the Year of our Lord 1791.

Hen. Can you inform me how long it is since that king was born to the present year 1803.

Wil. If by the *Subtraction Rule*, 1791 be taken from 1803, there will remain 12 *years*, which certainly muſt be the number of years ſince 1791.

Hen. Yes, it is 12 years ſince 1791.

Wil. Then as Wm. the Conqueror was born 765 years before 1791, I *add* 12 years and 765 years together, which make 777 years ſince he was born to this preſent year 1803.

Aug. Very right indeed, William.

Aur. Now I will propoſe two queſtions for William and you Henry, to do for practiſe—thus,

1 Queſt. What is the product of 4782 multiplied by 7 times 8? Answer 267792.

2 Queſt. If I buy 72 Horſes, and each horſe coſt me 15 pounds, How much do they all coſt.

Answer £1080.

Aug. Now we begin DIVISION, and at leiſure practiſe all that you can, as that is the only way to obtain a perfect knowledge of Arithmetic.

Wil. Does not Diviſion mean dividing?

Aug. Certainly it does, as Diviſion is the dividing, or parting of any number or quantity into a number of leſſer parts.

Aur. Here is a ſum, Henry, in this rule,—You know that your father has 3 fields?

Hen. He has many, but only 3 incloſed.

Aur. So I mean, therefore as your father has 42 Horſes, and ſuppoſe he were to order all theſe horſes to be turned into the 3 fields and for there to be as many horſes in one field as in another.

Hen. O, I am then to divide my fathers horſes into 3 equal parts?

Aur. Yes, for then I ſhall know how many horſes there wouldbe in each field.

Hen. I divide the number of horſes which is 42 by 3 and as many times as there is 3 in 42 ſo many horſes muſt there be in each field.

Aur. You ſpeak very right.

Hen. I begin now then, and put down the number of fields which is 3, and then I draw a bent line before the three, which is called the *Diviſor*, thus,—3) and on the other ſide of the bent line I put the number 42 called the *Dividend*, with another bent line before it, thus,—3) 42 (

Aur. I ſuppoſe you know the reaſon why the two bent lines are put ſo?

Hen. They are put ſo only to ſeperate the numbers,—for if a bent line were not between the 3 and the 42 we could not tell but that it meant three hundred and forty two.

Aur. Well done Henry! what ſay you Auguſtus?

Aug. Yes, he has very well explained the uſe of the bent lines.—But proceed brother to divide.

Hen. Now then, I begin to divide, ſaying how many times 3 in 4, which is once, ſo I put 1 on the right hand of the laſt bent line, which will keep the 1 ſeperated from the 42, thus 3) 42 (1. Now then I *Multiply* the 3 by the 1 in the quotient which make 3, and the 3 I put exactly under the figure I divided, which is 4, 3) 42 (1.—

Thus 3

Now the 3 that I have put under the 4 I *Subtract* from the 4, and 1 remains, which I put under the black line as in the *Subtraction rule*

3) 42 (1
3

Thus 1

Now the next figure to the 4 is 2, which I bring down and put it on the right hand of the 1 that *remains* without any bent line between them.

Aur. The figure that you bring down is 2, and if you put it on the right hand of the 1 which remains, they will mean twelve,

3) 42 (1
3

Thus 12

Hen. It ſhould be twelve,—and now I ſay how many times 3 in 12, which is 4 times exactly, then I put 4 on the right hand of the 1 in the *Quotient* and by this 4 I *Multiply* the Diviſor 3, which make 12, and this 12 I put exactly under the 12 I divided.

3) 42 (14
3

12

Thus 12 And this 12 I *Subtract* from the 12 over it and there is not any remains.

Aug. That is certain, for if 12 be taken from 12 there cannot be any remain.

Hen. And the 14 in the *Quotient* is the exact number of Horſes that would be in each field.

Aur. You are extremely right.

Wil. Now brother pleaſe to inform me if all in this rule are done, as Henry has performed this?

Aur. There is no other way but this, therefore all are done in the ſame manner.

Aug. All certainly are performed alike, but you

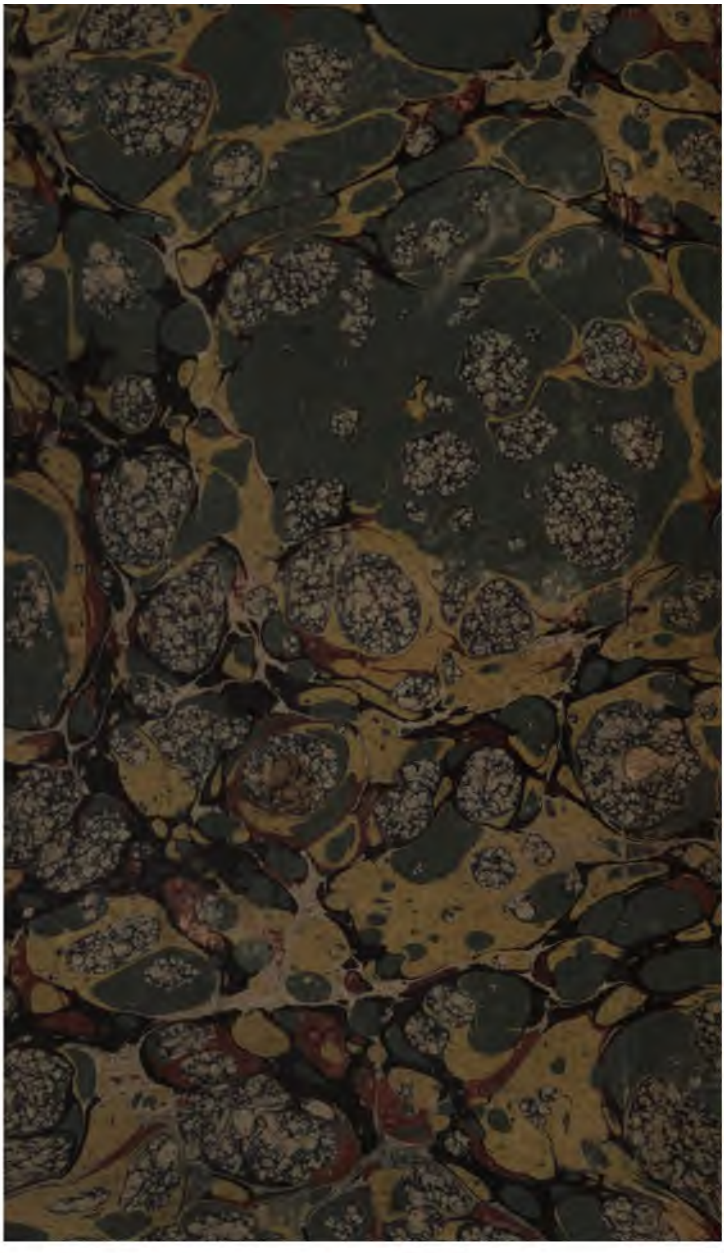
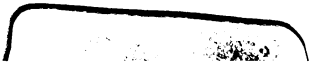
will when you underſtand the rule pretty well, be able to make contractions to leſſen the labour; which to explain how, muſt be the ſubject of a future diſcourſe, as your Siſter has made preparations to go home, and our vacation is nearly expired; and to go through a treatiſe of Arithmetic, is a ſubject ſo extenſive, that it would require a much longer period than we had allowed; but indeed I fully thought of proceeding much farther, but circumſtances will not permit any more than to ſay that the following queſtions may be uſed in practice,

1 *Queſt.* An army conſiſting of 2000 men plundered a city of £. 18000.—what was each man's ſhare?

Anſ. £.9.

2 *Queſt.* A perſon intends to go 400 miles in 10 days.—To do this how many miles muſt he go in a day.

Anſ. 40 miles.

Hen. Now we conclude till our next meeting, and I wiſh you all ſucceſs in the ſtudy of what we have gone through.

Aur. And ſo do we wiſh you the ſame, and all that you may obtain more, for we have made but a ſmall progreſs yet, in this ſcience.